



Panafrican Research Agenda

on the Pedagogical
Integration of ICTs





Main Objective of the Project

To better understand how the pedagogical integration of ICT can improve the quality of teaching and learning in Africa.



11 Participating Countries

- Cameron
- Central African Republic
- Congo Brazzaville
- Côte D'Ivoire
- Egypt
- kenya
- Mali
- Mozambique
- Senegal
- South africa
- Uganda



Main Activity of the Project

The development of an
Observatory on ICT in African
education

www.observatoiretic.org





Why an Observatory?

Practitioners, Researchers and policy makers need to know where they can easily have access to data on the pedagogical integration of ICT in the continent



What can you find in the observatory?

The observatory presently contains information on 160 indicators in the following areas:

- ICT policies in Africa,
- Access,
- Teacher training,
- ICT use,
- learning,
- School administration and gender



Partnerships: Strategic Partners (1)

- ROCARE
- University of Montreal
- IDRC

Roles: Project management, technical support, financial support



Partnerships: System gatekeepers (2)

- National Committee, quality control at national level
- International scientific committee, provide scientific guidance

Roles: Quality control at national level, provide scientific guidance



Partnerships: Resource providers (3)

- SchoolNet Africa
- Infodev
- GeSCI
- Elearning Africa
- Merlot

*Roles: They provide open data and resources to feed the Observatory,
offer tribune for presentations of papers in conferences*



Partnerships: University Partners (4)

- 11 Universities with more than 50 researchers in the 4 regions of the continent, collect and upload data in the Observatory analyze and publish articles in scientific journals
- 110 schools (primary, secondary, higher institutions), provide information to researchers

Roles: Collect data to feed the Observatory, analyze the data, publications



Partnerships: Beneficiaries (5)

- Researchers
- Educationists
- Policymakers
- Planners

Roles: Retrieval of data from the Observatory to feed in their research work



How the project is being managed

- The PanAf Observatory website
- PanAf website
- Workshops
- School visits
- Videoconference
- Mailing lists
- Telephone and skype calls



Workshops

- Bamako workshop 6th and 7th of September 2007
- Nairobi workshop 24-26 September 2007
- Johannesburg workshop 11-12 February 2008.

PanAf web portal: www.panaf-edu.org

ROCARE
ERNWACA

Université
de Montréal IDRC CRDI

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The AfDB and Microsoft partnership to develop ICT in Africa

Saturday 12 July 2008

APA - Tunis (Tunisia) The African Development Bank (ADB) and Microsoft signed Tuesday in Tunis, an agreement to increase access to information technology and communication (ICT) for the benefit of Africans. This new partnership aims to "reduce the digital divide" in Africa, where disparities regarding access to ICTs are garish, a region of the continent to another, from one country to another and within country, rural areas to cities. The AfDB-Microsoft partnership, is an opportunity for (...)

Annual Conference on Distance Teaching & Learning 2008

Sunday 6 July 2008

The Annual Conference on Distance Teaching & Learning is recognized internationally for the quality and integrity of its program. Each year the conference provides an exchange of current resources, research, and best practices from around the world that are relevant to the design and delivery of distance education/training. The conference staff and planning committee cordially invite you to attend the 24th Annual

2008
DISTANCE LEARNING CONFERENCE

- Features
- Bilingual
- Dynamic
- Project activities
- News on ICTs use in Education
- More than **2000 pages** viewed per month



PanAf Edu: Newsletter

- Bilingual, printed in 700 x 2 copies
- Third issue expected in September
- Used to disseminate research outputs and inform on project activities





School visits

- Visit to 10 schools in 5 countries (South Africa, Mozambique, Congo Brazaville, Senegal and Mali) have been done by the management team.

The objectives of the school visits were as follows:

- Visit of two schools per country
- Meet school management (director, principal etc)
- Meet educators (teachers, trainers etc.)
- Meet students
- Visit ICT facilities
- Meet with members of the national teams during an informal meal, to get to know each other, and also to share lessons learned, challenges, opportunities and expectations with regard to the PanAf project.



Perspectives of the project

It is envisioned that to effectively give visibility to the project, a book on some of the indicators will be written, and a film on how ICT is being integrated in the teaching learning process will be produced. Increase collaboration and partnership is underway.

Communication strategy

Why do we need to communicate?

- Sharing of information / Exchange of information
- Getting messages across targeted audience
- Identifying people 's needs / feedback



Targeted audience

- Researchers / Academics
- National scientific committees
- International Scientific committee
- Management team / Staff
- Partners
- Donors



Communication tips

- Communicate only on issues related to the project
- Not communicate messages that are too sophisticated or too long
- Have a clear vision of what our efforts should be achieved
- Narrow the range of target audience and concentrate on specific groups instead of spreading messages to wider audience



Communication tools

- Letters
- Emails / Discussion lists
- Workshops / Seminars
- Newsletters
- Websites
- Publications / Books / Technical & financial reports
- Meetings
- Telephone / Skype / Instant messaging



Types of messages

- Logistical information
- Project activities
- Financial information
- News on the use of ICTs in education
- Questions / Answers
- Feedback



Best practices in communication

- Communicate regularly (We never communicate enough)
- Use the website to inform of ICTs in education issues and establish new connections
- Communicate short, direct and targeted information (KISS = Keep It Short and Simple)

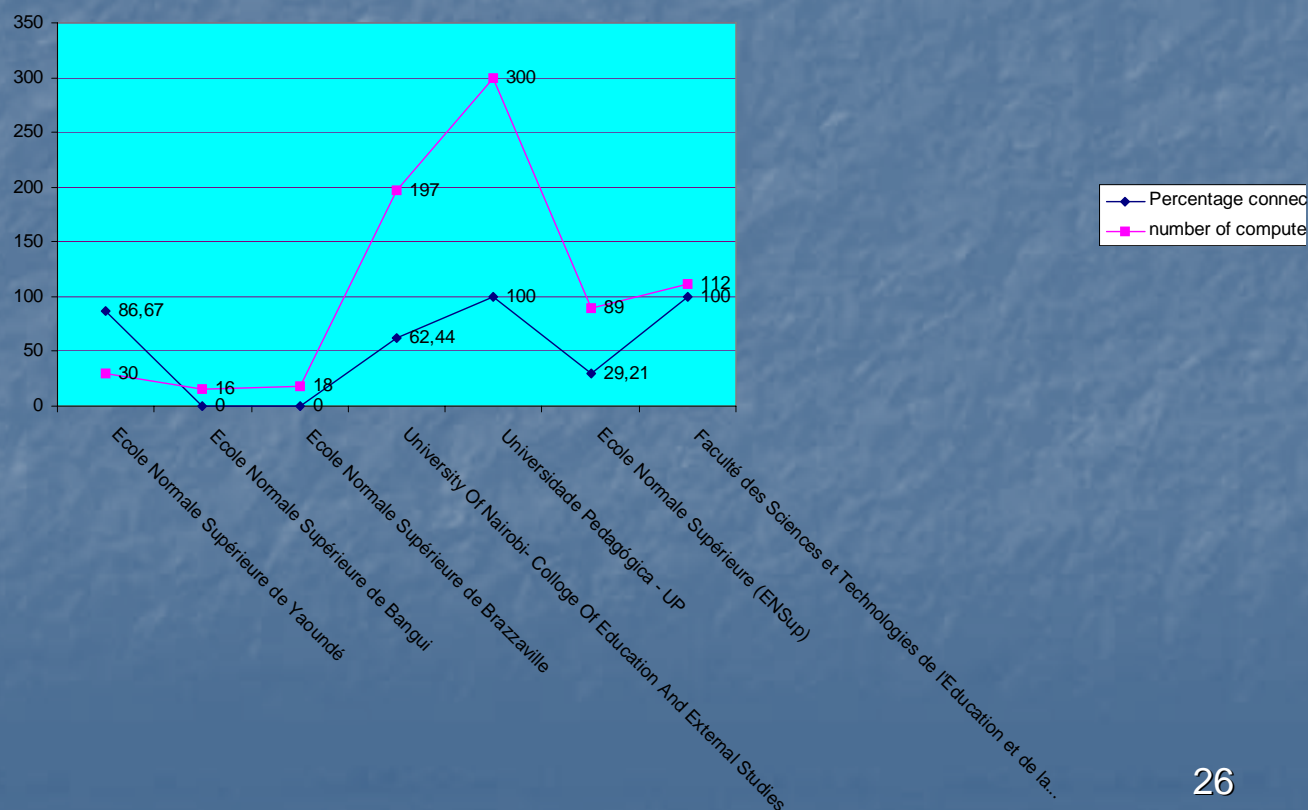


Challenges

- Language barriers = Any message should be translated in English and French
- Not easy to make messages understood by lusophone people (Mozambique)

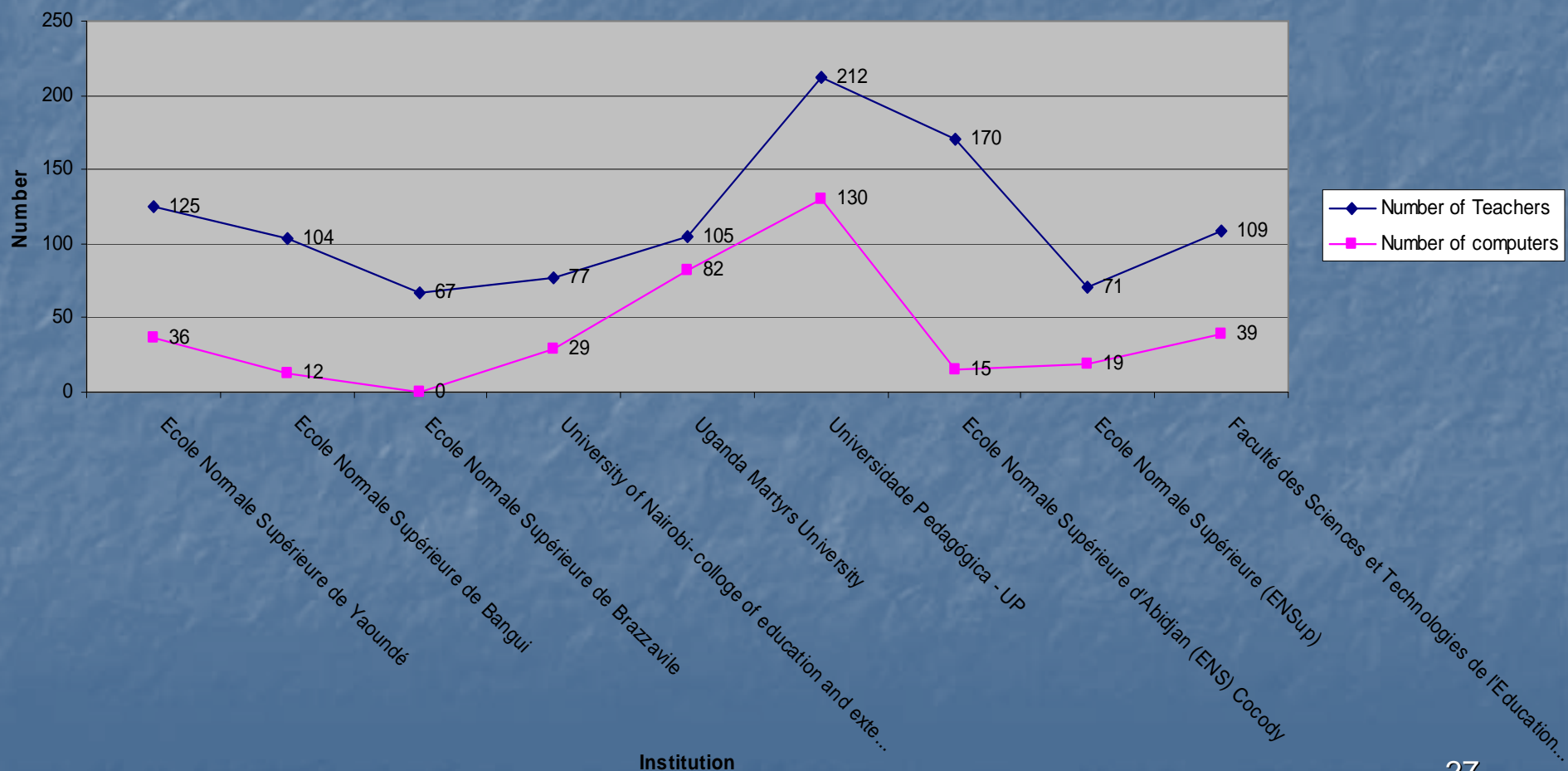


Percentage of computers connected in some higher institutions



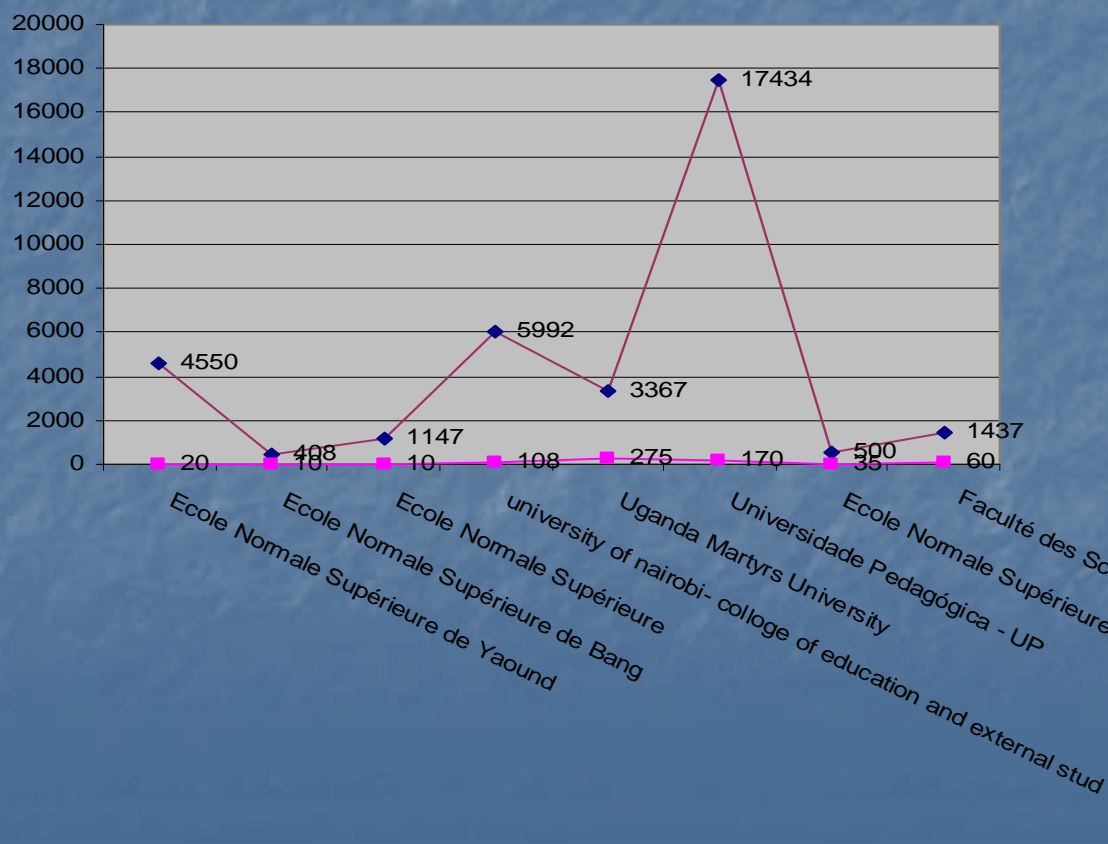


Teacher:computer ratio





Ratio of learners to computers per institution





Number of courses where ICT is integrated



Major challenges

- Hardware
- Software
- Humanware
- Systemware



Hardware

- Appropriate devices
- Speed of wireless network
- Appropriate servers



Software

- Learning contents
- Teaching and learning support
- Teaching and learning activities
- Class management



Humanware

- Aspects of learners
- Aspects of teachers
- Aspects of Parents
- Aspect of educational administrators



Systemware

- Aspect of security
- Aspects of support